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ABSTRACT

Changing demographic patterns present teachers with students of diverse ethnic backgrounds, learning abilities, family structures, and linguistic traditions. This study assessed the impact of classroom diversity on Israeli teachers' perspectives of the their workplace. Generally favorable perceptions of multiculturalism in the abstract conflict with the reality of greater job difficulty. This disparity may produce job dissatisfaction. This problem is compounded by the fact that less experienced professionals are more frequently assigned to diverse classrooms. Three-hundred seventy teachers, mostly female, responded to a questionnaire distributed to 883 secondary schools in one medium-sized Israeli city. Teachers from diverse classrooms were likelier to report lower levels of student academic achievement, lack of parental support, larger class sizes, and many disciplinary problems. Females with relatively shorter careers are assigned to more diverse classrooms. The effects on teachers' perceptions of their workplace are strong, indicating greater job dissatisfaction and less cooperation with school leaders. Despite the fact that classroom diversity plays a vital role in teachers' professional lives, it receives less attention as an important variable in other studies than it deserves. (Contains 21 references.) (TEJ)

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THE IMPACT OF CLASSROOM DIVERSITY ON TEACHERS' PERSPECTIVES OF THEIR SCHOOLS AS WORKPLACES [1]

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THE IMPACT OF CLASSROOM DIVERSITY ON TEACHERS' PERSPECTIVES OF THEIR SCHOOLS AS WORKPLACES [1]

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Introduction

Demands on public school systems across nations are often unique due to the specific cultural context of that nation. Certain common demands, however, seem to exist. One of these is provision of quality schooling for children of diverse backgrounds. In the United States, national reports calling for school restructuring claim that schools must be better prepared to serve students who are economically, racially, and linguistically different. In other countries, national reform efforts specifically aim at meeting the needs of diverse student populations.

As the demographic patterns of society change and equity emerges as an integral part of national reform agendas, increased diversity represents a fact of life. Teachers face classrooms comprised of students with varied ethnic backgrounds, learning abilities, family structures, and linguistic traditions. This diversity creates new and unique complexities for these teachers. Although trained to teach a regular group of "average" students, classroom teachers now work with students with broadly diverse needs. "The teacher in the multicultural classroom must

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communicate with the children across tremendous differences in assumptions, values, perceptions, and even the very stuff that makes communication possible" (McDermott & Goldmann, 1983, p. 149).

Multicultural education or classroom diversity aims to revise the public assignment of status by "including" those who have heretofore been left out or whose "contributions" have been undervalued in higher tracks of studies or curricular representation. "Inclusion" in the proper track or curriculum is intended to represent and recognize the equal capacities, value, and status of diverse groups. This goal creates a paradox in that the terms of inclusion may vary. In its simplest form, inclusion means representing individuals from diverse groups in landmark activities or events. In an advanced model, inclusion requires not only the reorganization of all social roles but the contribution of all social groups in the process of schooling (Olneck, 1990).

In spite of its shortcomings and difficulties, the very diverse and heterogeneous classroom is considered one of the best means of providing both effective and equal education to students of diverse socio-cultural background and academic ability (Gamaron, 1992). The implications of this diversity on teachers' perspectives about their work remains unclear, however. For instance, Louis (1990) maintains that school systems with diversity may be more open to innovative teaching strategies and ideas, and be more willing to provide rewards for teachers who

try new ideas. Homogenous school systems, however, may provide other types of rewards for teachers. They tend to create working conditions which promote teacher efficacy as they promote clear universal expectations for all teachers and students. Johnson (1990) reports, "teachers were well aware that they could not apply the same set of expectations and teaching practices to all students and expect common outcomes. In fact, they found the notion laughable" (p. 116).

The purpose of this paper is to explore the impact of classroom diversity on teachers' perspectives about their work and their schools as workplaces. Are teachers faced with conflicting standards that connote ethnic and cultural diversity in the classroom is important for students and society at large, while their own professional experiences suggest that it creates numerous difficulties for teaching and learning processes? The examination of these issues coincides with other studies which explore the impact of the context of teaching on teachers' work (McLaughlin, 1990).

The setting of this study is in Israel. The Israeli educational system offers a unique opportunity to study the impact of classroom diversity on teachers' perspectives of their workplace because Israel, a highly centralized educational system, has declared ethnic and social integration through multicultural classroom diversity as a national educational goal (Goldring, 1992). This goal concerns the promotion of a common

culture, understanding and cohesiveness of a highly heterogeneous population (Kashti et al., 1991).

The heterogeneity of Israeli society is the result of widespread immigration to Israel. Immigration produced large gaps between the upper-SES Western Jews (from European and Anglo--Saxon countries) and their counterparts from the Middle East and North Africa. Those Jews who come from Asian and African countries usually have less education, more children, and are less familiar with the prevailing western cultural styles than those from Europe or America and are highly represented in low-SES levels of society (Adler, 1986).

In order to both inculcate all members of society with a common, uniform culture, and deal with the widening educational gaps between these two major ethnic groups, the main concern of the educational system is to provide equal education to all children, especially those from African-Asian backgrounds. In short, rather than trying to promote differentiation and uniqueness in the educational system, the State of Israel tries to keep the system uniform and centralized to ensure that all children receive equal educational inputs.

In 1968 the Israeli Parliament adopted a school reform program. One of the major aspects of the national reform effort was the re-zoning of school districts to create socially integrated schools (Chen, 1980; Ministry of Education, 1970). Furthermore, the school system moved from an eight-year elementary school and four-year high school, to a 6-3-3

structure. Students were assigned to the new junior high schools according to the new zoning.

The integration policy was implemented in local schools at the classroom level because the classroom in Israel is deemed the most important organizational unit (Amir & Sharan, 1984). Diverse classrooms are composed of students of Asian and North African origin, the minority group, and students of European or American (Western) backgrounds.

The underlying assumption behind the educational reform which created socially diverse classrooms is that the transferring of both Asian-African and European-American students from their respective segregated classrooms would affect educational attainments. Thus it was expected that the new, diverse classrooms would help raise the scholastic achievements of the minority ethnic group and would not hinder the achievements of the majority group (Daar & Resh, 1986). Furthermore, it was hoped that the diverse classrooms would bring about more contact between the children from two distinct cultural origins.

The reform of 1968, which totally occupied the educational community for the next decade and a half as it required new curricula, teaching methods for heterogeneous classes and teacher training, was centrally administered and aimed at enhancing the uniformity of the system and homogenizing educational inputs and outputs.

The Ambiguity of Classroom Diversity for Teachers

Classroom diversity and its meanings create numerous ambiguities for teachers. The diversity of the student body of schools and classrooms is frequently regarded by teachers as a severe constraint for effective work. For example, in Israel, classroom diversity was stated as the third most frequent complaint of Israeli teachers about their working conditions. The first is the lack of supplies and equipment; the second, class size. It appears that teachers regard diversity as a source of a major instructional difficulty.

What do teachers mean when they refer to diversity in the classroom, however? The interaction of classroom diversity with familiar instructional conditions makes it difficult to define and understand. While large class size, shortage of educational supplies and equipment (e.g. textbooks, computers, etc.), a high percentage of "special" pupils, a heavy and fragmented teaching load, time-consuming or disappointing parental involvement, prove well defined instructional constraints, classroom diversity is more difficult to express. When a teacher claims that his classroom is much larger than the average class size, or that it is half a standard deviation below the average achievement of the school in standardized tests, he/she can be easily understood. Indeed, such claims may serve as basis for negotiating additional equipment or supplies for the classroom, personal compensation, or a shift to a more satisfactory or convenient classroom (Shedd & Bacharach, 1992).

The concept of classroom diversity does not serve as an operational description of the working conditions because it interacts with other common and well established definitions of the workplace, such as class size, average academic performance, and grade level. Teachers frequently declare, "with 35 students in my classroom it must be very diverse," or, "my classroom is very heterogenous, therefore its average achievements are much below the school average".

We assume since other teaching conditions are easily measured and used, classroom diversity is much less amenable to an accurate definition. For example, the mean academic achievement of a classroom is regularly measured, clearly understood, and frequently discussed by all relevant clients: teachers, students, parents, and administrators. The standard deviation of the mean of a classroom on standardized achievement tests, which could serve as a proper measure of the classroom diversity, hardly serves as a term of reference in structuring the educational reality of the classroom.

Our observations of the day-to-day relationships between school administrators and classroom teachers in academic, socially diverse junior high schools in Israel indicate that teachers seldom request any kind of support or benefit because their classrooms are much more heterogenous than other classrooms. Frequently teachers ask to move from a low achieving to a high achieving track but rarely do they seek to move from a heterogenous to a homogenous classroom.

Such ambiguity regarding the concept and definition of classroom diversity impacts on the ways in which teachers react to working in diverse classrooms. Teachers may feel reluctant to express professional opinions about the students in their classrooms for fear of being labelled negative. Teaching in the diverse setting implies open attitudes and interests on the part of the teacher. Evaluative comments that serve to contradict this perception may be self-censored by the teacher to protect his/her own self-concepts. Such censorship reasoning may not necessarily represent a valid assessment of others' attitudes but may, nevertheless, create self-conflict within the teacher.

Classroom Diversity and Role Conflict

As teachers perceive classroom diversity simultaneously as a regular and influential cause of their working conditions and as an important school mission, we believe it is highly probable that teachers working in multicultural, diverse classrooms may have different perspectives of their students, colleagues, and administrators, than do teachers of more homogenous classrooms.

The incongruence in the reality of the diverse classroom may present teachers with significant personal conflict. It is generally accepted by teachers that classroom diversity is "good," while their own professional experience suggests it creates numerous difficulties for teaching and learning. As a result, we believe that teachers who teach in classrooms with diverse student bodies will indicate a high level of role

conflict. Such role conflict may lead to a sense of job dissatisfaction and other negative work orientations. It may also be expressed in cognitive dissonance. Teachers may enthusiastically recommend classroom diversity as a means for meeting the needs of all students and may also advocate its opposite, namely strict ability grouping which tends to differentiate between students of different ethnic groups and different social classes, thus interfering with social integration.

In addition, their value system may state that by working with the socially and academically heterogeneous classroom, teachers accomplish a "just" educational mission: providing both quality education and equality of educational opportunity, particularly for minority and at-risk students. Yet, accomplishing this goal and operationalizing this value system is not an easy task.

Teacher's response to their placement in a diverse classroom may depend on their social and professional status in the work place as well. Although the diverse classroom requires the experience and knowledge of the best trained and most experienced members of the faculty, quite often other kinds of teachers are assigned to these classes. As teaching in such classrooms demands a heavy workload and extra efforts, it is likely that this duty is probably assigned to less qualified members of the faculty more frequently than to teachers with years of experience or educational and professional training (Gamaron, 1992). We

believe such "mixed messages" about their roles and qualifications impact teachers' self-perceptions.

Research Questions

The combination of conflicting messages derived from teachers' perceptions about their work and their workplace leads to the general examination of the impact of diversity on their attitudes. It appears that such variables as role conflicts and ambiguity in expression do, indeed, significantly impact teachers' perspectives.

This paper attempts to clarify the following questions:

1. Is there a relationship between teachers' background characteristics and their placement as teachers in the diverse classroom?
2. Do teachers of diverse classrooms report more instructional difficulties than teachers of regular classrooms?
3. What is the impact of teaching in a diverse classroom on teachers' collaboration with school leaders and job satisfaction?
4. What is the impact of teaching in a diverse classroom on the educational philosophies of teachers regarding multicultural education?

Methodology

Data were gathered from school records and an anonymous questionnaire administered to all secondary school teachers in a medium-size industrial city in Israel (N=883). 370 teachers

(41.9%) responded to the entire questionnaire.[2] The sample consisted of 83% female and 17% male teachers. They teach in 9 junior high schools, and in 4 academic and 5 technological senior high schools.[3] The student body consists of about 12,000 in 400 classrooms.

The Israeli classroom is a constant organizational unit. It is located in a specific room where the students study together in stable groups most of the time, with teachers changing locations to go to the students. Only teachers of laboratories, workshops, and technological and resources centers are in their own classrooms and then the students come to them. In describing classroom diversity, the average academic performance, and other characteristics of their classrooms, the teachers referred to their regular, stable class. In describing their working conditions, they referred to their schools as their workplace.

The teachers responded to three sets of variables on the questionnaire, as described in Table 1. The first set of

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[2]The response rate suggests that we must interpret the results with some caution. A comparison of the background characteristics of the respondents to the non-respondents did not indicate substantial differences beyond two areas: The teachers from the academic senior high schools have a higher level of credentials than the non-respondents from those high schools and, the overall sample of respondents overrepresents female teachers.

[3]The classrooms of the comprehensive junior high schools are significantly more diverse and heterogeneous than those in the senior high schools. The level of achievement of the junior high classrooms ranges from 47.8 to 61.3 and the standard deviations range from 21.2 to 29.5. The averages in the senior high range from 36.7 to 70.6 and the standard deviations are between 13.2 and 25.5

variables pertains to the characteristics of the teachers' classrooms: **level of social diversity, perceived average academic level, and grade level.** The teachers were asked to describe the diversity and average academic level of their regular classrooms. Four items measure social diversity in the classroom: the extent to which a)the socio-economic background of the students is diverse; b)the cultural/ethnic background of the students is heterogeneous; c) the social popularity of the students is quite diverse; and d) the ability gaps among the students are considerable (α=.60). Four items also estimate teachers' perceptions of the average academic ability level of the classroom. For example, "There are many capable students in my classroom." The teachers also reported the grade level in which they teach.

The second set of variables pertains to teachers' background. **Teachers' seniority and gender** were reported by the respondents.

The third set of variables pertains to teachers' perspectives about their workplace. Five scales were constructed to estimate teachers' perceptions of their workplace. Teachers responded about the extent to which they agreed with each statement to measure the following variables:

(1) **Instructional Difficulties** (e.g., "The supplies and instructional materials are not adequate for my students.");

(2) **Collaboration with School Leaders** (e.g., "The administration involves teachers in making school policy.");

(3) **Job Satisfaction** (e.g., "If I had to start over, I would choose again to be a teacher.");

(4) **Attitudes Toward Social Integration in School** (e.g., "The main goal of schooling should be social integration.");

(5) **Attitudes Toward Ability Grouping** (e.g., "Students with learning problems should be placed in special classrooms".).

The statistics of the research variables are detailed in Table 1.

(Table 1 Here)

Other school context variables measured included class size, levels of parental involvement and support, and discipline problems reported by teachers.

Multiple regression analyses were conducted to answer the research questions.

FINDINGS

Classroom Diversity and School Context

Before examining the specific research questions, we explore the relationship between classroom diversity and average academic level of the classroom with some other school context variables. We assume that the level of classroom diversity reflects a very important aspect of the workplace for teachers. We expect that it would correlate significantly with other school context variables.

Table 2 presents the correlations of classroom diversity and academic level with school context variables. The correlations indicate that the two main constructs of study, level of

classroom diversity and academic level are negatively correlated (r=.-306.). Teachers who indicate that they teach in socially diverse classrooms are likely to report a lower level of academic achievement for their students. In addition, the diversity scale correlates significantly with other variables indicating that more diverse classrooms are characterized by teachers as having a lack of parental support, lack of parental involvement, large class size, and many disciplinary problems. These findings coincide with research done in the United States (see Oaks, 1985).

The average academic level of the class correlates significantly with fewer of the school context variables than the diversity scale and, whenever significant, it is in the predicated direction. Teachers who perceive that they teach in high academic ability classes indicate that they have parental support and few discipline problems. Its high negative correlation with disciplinary problems and high positive correlation with parental support suggests its high validity as a predictor of "positive" school contexts.

Hence, the data indicate thus far, that teachers' reports about their school contexts and their classrooms seem to fit in the typical, expected direction. Teachers working in classrooms which are described as highly diverse indicate more difficult working conditions than do teachers working in more homogeneous classrooms and those teaching high ability students.

Table 2 Here

Classroom Diversity and Teachers' Perspectives

The first research question asks about the relationship between teachers' background and their placement in the diverse classroom. Table 3 characterizes, by a multiple regression analysis, relationships between these variables. The results of the analysis indicate that females with relatively short seniority teaching in lower grade levels are assigned to more diverse classrooms than experienced male teachers. It seems that teaching in socially diverse classrooms is a temporary testing period in the teacher's professional development. After successfully "surviving" it, the teacher is entitled to be advanced to a more intrinsically motivating and easily managed high achieving, homogeneous classroom.

Table 3 Here

The other research questions ask about the impact of teaching in socially diverse classrooms on teachers' perspectives about their workplace. Table 4 indicates how the level of classroom diversity explains teachers' perspectives after controlling for their background characteristics and average academic level of their class.

Before turning to the results of the analysis, a comparison of the constants (the weighted means) of all 5 dependent variables indicates great variability. Teachers report very few instructional difficulties (con.=1.24 on a 7-point scale). They report high job satisfaction (con.=5.03) and even higher levels of collaboration with school leaders (con.=5.72). Their support

for social integration as a school policy is very moderate (con.=3.31) but they enthusiastically support the opposite practice of ability grouping (con.=6.01) The simultaneous support of contradictory practices of very diverse classrooms, as required by social integration, and of strict ability grouping seems to suggest a professional role conflict.

Table 4 Here

The 5 regression analyses presented in Table 4 indicate that in all cases, classroom diversity has a significant net effect on teachers' perspectives. The second research question asked about the impact of classroom diversity on instructional difficulties. Teachers of more diverse classrooms report more instructional difficulties (b=.334); especially if the class is a higher grade level. The average academic level of the class has no significant impact on teachers' reports of instructional difficulties.

The third research question asked about collaboration in relation to job satisfaction. Teachers in classrooms with a diverse study body collaborate less with the school leadership (b=-.093); particularly if they teach in HIGHER grade levels. In contrast, teachers reporting high average academic ability of their students are more likely to collaborate with school leaders (b=.183). Teachers of diverse classrooms are also significantly less satisfied (b=-.149). Classroom diversity is the only variable which explains level of job satisfaction.

The fourth question discusses the relationship between teaching in diverse classrooms and educational philosophies. As mentioned above, the overall support for a school policy that supports social integration is rather moderate (con.=3.31). Teachers with a more diverse group of students, however, tend to declare such support more than other teachers (b=.117), especially if they are of lower grade levels (b=-.157) and average higher ability (b=.170).

If teachers of diverse classrooms report comparatively negative perspectives of their experiences in diverse classrooms, as indicated by lower levels of collaboration with school leaders, lower levels of job satisfaction, and more instructional difficulties, why do they support social integration -- indirectly the causal root of some of their negative perspectives -- as a school policy? A possible answer is they tend to balance the deficiencies of their working conditions with ideological rewards, stemming from the official value system of society.

Compared with the moderate support for the official policy of social integration, support for ability grouping as a school policy is very strong. As expected, it is supported significantly more by teachers who are engaged with more diverse classrooms (b=.092). In addition, teachers with shorter work experience (b=-.018), who teach lower grade levels (b=-.179) and students of lower average academic ability (b=-.089) firmly advocate ability grouping.

In summary, classroom diversity has more impact on teachers' perspectives of their workplace than does the average academic ability of the class. While the level of diversity is related to teachers' reports of instructional difficulties and lower levels of job satisfaction, the academic level of the classroom is not.

Discussion

The findings of this study highlight the important impact of teachers' perceptions about their classroom diversity on other aspects of their school context and workplace. According to the teachers' perceptions, classroom diversity correlates negatively with the average academic ability of the classroom, and positively with other notorious aspects of the classroom climate like large size or frequent disciplinary problems and low levels of parental support and involvement.

Classroom diversity, more than average ability level, is associated with other indicators of the workplace. Its correlations with teachers' background are very strong. The findings indicate that the assignment of teachers by school principals to diverse classrooms is frequently imposed on less experienced teachers, who teach the low grade levels. It could be speculated that teaching in the more diverse classroom is a period of "rites of passage" during which beginning teachers have to struggle with a demanding educational challenge. Afterwards, if they succeed, they may be advanced to a more easy-going, homogeneous classroom. An alternative to this type of teacher

assignment would be to rotate teachers. This serves two purposes: students have the opportunity to be exposed to different teachers, including the most effective, and teachers have the chance to teach in different types of classrooms, preventing the loss of morale (Gamaron, 1992).

This study indicates the effects of classroom diversity on teachers' perspectives of their workplace are strong and significant. The greater the classroom diversity, the more teachers indicate that they are dissatisfied. There is also less teacher cooperation with school leaders, and they are faced with more instructional problems.

Despite the growing familiarity of teachers, administrators, and policy analysts regarding the complex set of issues facing teachers as they work with diverse student bodies, little attention is being paid to how diversity impacts on their lives in the workplace, beyond the classroom. The findings seem to suggest that although multicultural education is a national goal of the State of Israel, there is little evidence of true commitment to this goal by the teachers in this study; nor does it seem these schools engage in processes which may facilitate this commitment. Fostering this sense of shared commitment to a common mission may be especially difficult in schools with diverse student groups. Fuller and Izu (1986) report that teachers in schools with heterogeneous student groups hold less agreement about certain educational philosophies and beliefs.

Schools that effectively work with heterogeneous classrooms seem to promote many activities that are precisely those that many of the teachers in this study report are missing from their schools. Central to these are a partnership of collaboration between leaders and teachers in developing both a shared dedication to multicultural education in diverse classrooms and an array of strategies to fulfil this goal (Wheelock, 1992). Professional development activities tied to these goals are crucial as well. "The elimination of grouping must be accompanied by staff development opportunities for teachers to learn strategies for enhancing the learning of all students in classes that are more diverse than those to which they are accustomed" (Gamaron, 1992, p. 15).

Teachers and school leaders need to discuss the meanings each attributes to diversity in the classroom and the impact of this meaning on their professional lives in schools. Central to these processes is the development of common norms and beliefs which can help socialize teachers and encourage shared commitment. "Unlike regulatory controls placed on teachers, cultural beliefs reflect unobtrusive socialization of the teacher and internalization of implicit organizational norms" (Fuller & Izu, 1986, p. 504).

This paper also raises questions about measuring, defining, and formally operationalizing levels of diversity of a classroom, from both quantitative and qualitative perspectives. Often diversity is referred to as an objective, school level variable,

such as the ratio of white students to minority students in the school (Fuller & Izu, 1986). Such a definition may be important for certain purposes, but an understanding about teachers' assessments of their own class diversity is essential to assist teachers who are capable and ready to face the challenges of the diverse classroom.

It seems that less attention is specifically given to classroom diversity in some of the basic educational research and policy analyses, as compared to correlates such as size, academic performance, and disciplinary problems. For instance, in a detailed investigation about school size effects on school outcomes (Fowler & Walberg, 1991), school and teacher characteristics were measured and correlated with many outcome variables. Only one of the independent variables, "percent minority," begins to touch on issues of classroom diversity. This is not a proper measure or indicator of classroom diversity, however, because diversity has a curvilinear relation to "percent minority."

The Fowler and Walberg study indicates that small school size has a positive effect on educational outcomes. Considering the strong interaction between school size, class size, and classroom diversity, it is highly probable that the possible explanations of the results relate to diversity, not just the size of the units of study that were repeatedly measured.

Another example is the work of Mitchell, Ortiz, and Mitchell (1987), describing teachers' and school principals' orientations

and job performance. They provide many details about classrooms, but rarely indicate social, academic, or cultural diversity as an instructional challenge. They attribute teachers' work orientations only to "personality," not working conditions. Our findings offer additional interpretations to educational research. The diversity agenda is sometimes taken for granted by researchers or policy makers proposing organizational innovations.

Although diversity is a complex concept, difficult to define operationally for research purposes and to conceptualize for educational policy and teaching, it plays a vital role in teachers' professional lives. Exploratory study suggests classroom diversity is part of the context of teaching which has profound impacts on teachers' perspectives and practices. Educational leaders and school principals must become aware of the impact of classroom diversity on teachers as demographic shifts change the nature of the student body in their schools.

The results of this study raise many pivotal questions. First, how can the school support teachers and organize their work roles to help them teach in multicultural classrooms and create positive working environments? It is clear that intrinsic satisfaction, stemming from a sense of accomplishing the cultural and social mission of the school and society may not be enough. Also, how can principals ensure that teachers of multicultural classrooms do not perceive them as low ability classrooms?

This paper provides a framework to discuss these types of questions in light of the empirical findings in the study. Following Rosenholtz's (1989) approach, we strive to identify the nature and implications of classroom diversity in the context of the teacher workplace, and examine it within the range of desirable teaching conditions as presented by the school organization.

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TABLE 1:
The Statistics of the Research Variables

	No. of Items	Range	Mean	Standard Deviation	Cronbach's Alpha
VARIABLES					
A. Characteristics of the Teacher's Classroom					
1. Social Diversity	4	1-7	4.13	1.46	.60
2. Average Academic Level	4	1-7	4.98	1.20	.67
3. Grade Level (1=7th; 6=12th)	1	1-6	3.96	1.48	—
B. Teacher's Background					
1. Gender (M=0; F=1)	1	1-2	.85	.35	—
2. Seniority	1	1-35	13.69	8.67	—
C. Teacher's Perspectives					
1. Instructional Difficulties	7	1-7	3.46	1.54	.74
2. Collaboration with School Leaders	6	1-7	5.40	1.24	.85
3. Job Satisfaction	4	1-7	4.08	1.54	.71
4. Attitudes Toward Social Integration in School	3	1-7	4.18	1.33	.62
5. Attitudes Toward Ability Grouping	3	1-7	5.73	1.24	.65

TABLE 2:

Pearson Correlations of Classroom Diversity, Academic Level Scales, and Other School Context Variables (N=370)**

NAME OF VARIABLE	Diversity	Academic Level
Diversity	—	-.306*
Academic Level	-.306*	—
Parental Involvement	-.117*	-.040
Parental Support	-.290*	.324*
Classroom Size	.217*	.061
Disciplinary Problems	.247*	-.475*

*P<.05

***These variables are not included in the regression analysis.*

TABLE 3:

Multiple Regression Analysis: B Coefficients, Standardized BETA Coefficients, and Standard Errors of Classroom Diversity on Teachers' Characteristics (N=370)

INDEPENDENT VARIABLES		Classroom Diversity
Gender	b	-.494*
	BETA	-.120*
	SE	(.224)
Seniority	b	-.018*
	BETA	-.105*
	SE	(.009)
Grade Level	b	-.187*
	BETA	-.190*
	SE	(.053)
Constant		5.79*
		(.366)
R^2		.062*

*P<.05

TABLE 4:

Multiple Regression Analysis: B Coefficients, Standardized Coefficients (BETA), and Standard Errors of Teachers' Perspective on Teacher and Classroom Characteristics (N=370)

DEPENDENT VARIABLES		INDEPENDENT VARIABLES					
		Seniority	Grade Level	Classroom Academic Level	Classroom Diversity	Constant	R^2
Instructional Difficulties	b	.006	.117*	.048	.334*	1.24*	.107*
	BETA	.039	.119*	.039	.339*	—	
	(SE)	(.008)	(.053)	(.064)	(.053)	(.56)	
Collaboration with Leaders	b	.005	-.215*	.183*	-.093*	5.72*	.132*
	BETA	.038	-.266*	.183*	-.111*	—	
	(SE)	(.007)	(.043)	(.052)	(.043)	(.46)	
Job Satisfaction	b	-.001	-.098	.024	-.149*	5.03*	.027*
	BETA	-.009	-.097	.019	-.144*	—	
	(SE)	(.004)	(.056)	(.069)	(.057)	(.60)	
Attitudes Toward Social Integration	b	.014	-.157*	.170*	.117*	3.31*	.078*
	BETA	.091	-.174*	.152*	.126*	—	
	(SE)	(.008)	(.049)	(.060)	(.050)	(.53)	
Attitudes Toward Ability Grouping	b	-.018*	-.179*	-.089*	.092*	6.01*	.031*
	BETA	-.123*	-.089*	-.087*	.099*	—	
	(SE)	(.008)	(.084)	(.043)	(.046)	(.43)	

*P<.05